DOCUMENT RESUME

ED 101 310 CS 001 603

TITLE	Title II Reading Projects Described; ESEA Title II and the Right to Read Notable Reading Projects.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
PUB DATE	Mar 71
NOTE	16p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Audiovisual Aids; *Classroom Materials; Elementary Secondary Education; *Models; Parent Participation; Reading Instruction; *Reading Materials; *Reading Programs; Reading Readiness; Resource Materials; Social Studies
IDENTIFIERS	Elementary Secondary Education Act Title II; ESEA Title II; *Right to Read

ABSTRACT

The fourteen Title II reading projects described in this report use resources ranging from reading readiness materials for first- and second-grade pupils identified as potential reading failures, to nineteenth century newspapers on microfilm in secondary social studies. General descriptions of techniques for using the materials in the reading projects described are provided in this report. The objective, a brief description, the number of pupils served, the amount of funds granted, an evaluation, and the name and address of the director are included for each program. (TO)

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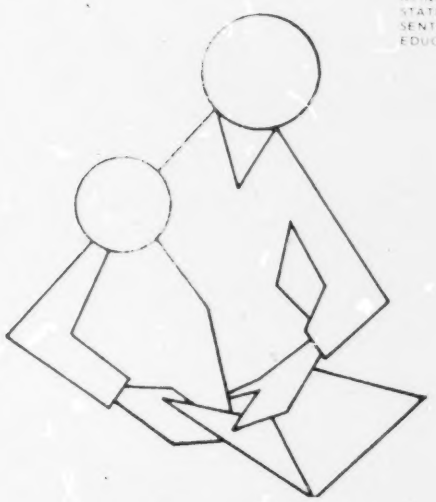

ESEA TITLE II and The Right To Read

NOTABLE READING PROJECTS
MARCH 1971

Title II Reading Projects Described

This is one of five reports describing notable reading projects (funded under title II of the Elementary and Secondary Education Act) to be published in 1971. Their purpose is to disseminate information on title II's contribution to reading development and describe good practices that can be emulated or adapted for use in other schools. School library resources, textbooks, and other instructional materials purchased under title II are used in reading projects of many different kinds in public and private elementary and secondary schools.

Information describing these projects was supplied by ESEA title II coordinators and media supervisors in the State departments of education of California, Delaware, Illinois, Nebraska, New York, Ohio, and Oklahoma.

The projects described in this first report use resources ranging from reading readiness materials for first and second grade pupils, identified as potential reading failures, to 19th century newspapers on microfilm in secondary school social studies. Future reports will describe additional reading projects.

Present plans include reports on reading projects of all types: early childhood education programs; secondary school projects in content fields on such current issues as environmental and ecological education, drug abuse, intercultural relations, and poverty; technical educational programs; works for the gifted in such fields as advanced science, world literature, and sociology; relevant material for delinquent youth; reading for mentally and physically handicapped pupils, programs in correctional institutions; use of reading material in counseling and vocational guidance; inservice education of teachers and media specialists in reading; and projects that demonstrate the function of audiovisual materials in reading.

Reports on reading projects funded under title II may be submitted to: Dr. Milbrey L. Jones, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C. 20202.

General descriptions of techniques for using materials in reading projects are provided in this report. School personnel who are interested in more specific information on individual projects for their possible use as models are encouraged to contact the school administrator identified in each project description. The use of materials, combinations of materials, and the other instructional techniques delineated may then be evaluated and, if found suitable, emulated or adapted for use under different conditions by the school personnel who plan to use them.

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ESEA TITLE II

Instant Précis - Reading Project

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Title:	BELLE RIVE ELEMENTARY SCHOOL, BELLE RIVE, ILLINOIS
Objectives:	To motivate interest in learning and to promote reading as an enjoyable experience.
Project:	A multimedia collection of materials (supplementary readers, high-interest, low-vocabulary library books, filmstrips) supports the reading and social studies program in this small school. Pupils receive reading instruction and use multilevel content materials especially selected for the social studies program. The project was proposed by teachers who provide pupils with individualized materials to enhance their skills and hold their interests, attempting to forestall reading problems. This project is especially significant because it is a complex task approached in a very small school with a minimal expenditure.
Number of pupils served	26 public elementary school pupils
Amount and type of title II grant:	Basic grant, $767 (printed and audiovisual materials)
Other Federal program assistance:	ESEA title I reading project coordinated with the title II program
Evaluation:	Testing program; observation of pupil performance and work habits
Further information:	Mr. Lawrence R. Elliott, Principal, Belle Rive Elementary School, Belle Rive, Ill. 62810; telephone: 618-756-2486

ESEA TITLE II

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Instant Précis - Reading Project

Title:	PROJECT BOOKWORM, ST. JOSEPH SCHOOL, YORK, NEBRASKA
Objective:	To extend reading into all classrooms and subjects and to involve parents in guiding children to broader reading interests.
Projects:	Pupils select material from teacher-prepared lists which include curriculum-oriented materials and others which relate to special interests of pupils. Parents in home discuss with their children the books read, the filmstrips seen, or other media used and certify that they have done so. Teachers serve as liaison between home and school, helping parents learn how pupils can read and study more effectively. Parent participation in this project is worthy of emulation.
Number of pupils served:	138 private elementary school pupils
Amount from title II for materials to be loaned:	$1,100 (books, printed materials); $200 (audiovisual materials)
Evaluation:	Observation of pupil attitudes; achievement of pupils; learning atmosphere; school-home relationships
Further information:	Sister Verena Kaiser, Principal, St. Joseph School, 428 East Ave., York, Neb. 68467

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ESEA TITLE II

Instant Précis - Reading Project

Title:	JEFFERSON SCHOOL MODEL LIBRARY, REDONDO BEACH CITY SCHOOL DISTRICT, REDONDO BEACH, CALIFORNIA
Objective:	To enhance the school program by providing resource materials for all areas of the curriculum
Project:	Classroom reading instruction is supported by a multimedia learning center with a rich collection of instructional materials. Pupils are taught study skills by teachers and media personnel. Media staff are active in the instructional program and assist in identification and preparation of materials for individualized instruction. The learning center is supplied with controlled readers and language masters, as well as other instructional equipment. Audiovisual materials are used extensively in reading instruction and in instruction in other subjects.
Number of pupils served:	750 public and 300 private elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $32,900 (books, printed materials); $24,200 (audiovisual materials)
Other Federal program assistance:	NDEA title III matching funds for equipment and ESEA title I funds for personnel (1 librarian, 1 part time clerk)
Evaluation:	Attainment of behavioral objectives
Further information:	Dr. E. Ross Harrington, Superintendent, Redondo Beach City School District; Mr. Paul Tiernan, Principal, Jefferson Elementary School, 600 Harkness Ave., Redondo Beach, Calif. 90277; telephone: 213-379-5449

ESEA TITLE II

Instant Précis - Reading Project

Title:	CHEROKEE ELEMENTARY SCHOOL, CONNETQUET SCHOOL DISTRICT, BOHEMIA, NEW YORK
Objective:	To develop a pilot program in reading
Project:	This pilot project permeates the entire elementary program and includes pre-school children. Support personnel work continually with classroom teachers on reading instruction so that the children receive a great deal of individual attention. The resource people, consisting of librarians, reading teachers, and subject specialists, form teams to assist teacher teams. These teams also plan the whole school's reading program. Multimedia materials easily accessible in classrooms enable teachers to turn quickly to materials needed and increase student interest. Reading is therefore integrated with all classroom activities.
Number of pupils served:	670 public school pupils
Amount and type of title II grant:	Special-purpose grant, $15,700 (books, printed materials); $8,300 (audiovisual materials)
Other Federal program assistance:	Integrated with ESEA title I program
Evaluation:	Use of questionnaire checklist; evaluation committee; anecdotal reports
Further information:	Mr. George W. Graham, School District Principal, Connetquet School District, 780 Ocean Ave., Bohemia, N.Y. 11716; telephone 516-589-2350; Mr. John Lynch, Principal, Cherokee Elementary School, Bohemia, N.Y. 11716

ESEA TITLE II

Instant Précis - Reading Project

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Title:	COVERT SCHOOL, ROCKVILLE CENTRE PUBLIC SCHOOLS, ROCKVILLE CENTRE, NEW YORK
Objective:	To improve reading achievement and motivate interest in learning through making accessible a greatly broadened collection of books and other materials
Project:	A collection of materials (books, filmstrips, records, maps, periodicals, paintings, and art prints) placed in Covert School is available for the use of area public and private school pupils and teachers who are being served by a developmental reading program and a title I remedial program. Materials were selected with special emphasis on the needs of the involved children. Staff development activities were conducted to encourage better utilization of media. The plans for evaluation are particularly interesting.
Number of pupils served:	2,155 public and 1,280 private elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $34,150 (books and printed materials); $5,000 (audiovisual materials)
Other Federal program assistance:	Coordinated with reading projects funded under ESEA title I and NDEA title III
Evaluation:	Standardized reading and study skills tests; analysis of student reading habits; teacher evaluation; use of materials
Further Information:	Dr. Richard S. Byers, Superintendent, Rockville Centre Public Schools, Shepherd St., Rockville Centre, N.Y. 11570; telephone: 516-536-4000

ESEA TITLE II

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Instant Précis · Reading Project

Title:	INDIVIDUALIZED READING, BEDFORD CITY SCHOOL DISTRICT, BEDFORD, OHIO
Objective:	To provide materials for an individualized reading program
Project:	Portable book collections were circulated periodically from a central resource center to classrooms in eight elementary schools located in a rapidly growing industrial area with children of varied ethnic and racial backgrounds. Materials were provided for pupils in an individualized reading program which evolved from three years of study and experimentation by 142 teachers and six librarians. Planning for this project is its outstanding feature.
Number of pupils served:	3,933 public and 1,719 private elementary school children
Amount and type of title II grant:	Special-purpose grant, $30,006 (books)
Evaluation:	Standardized achievement tests; reading readiness tests to entering first graders; individual reading records
Further information:	Mr. Frank H. Brown, Superintendent of Schools, Bedford City School District, 475 Northfield Rd., Bedford, Ohio 44146; telephone 216-439-1500

ESEA TITLE II

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Instant Précis - Reading Project

Title:	MODEL CHILDREN'S LITERATURE, ST. BERNARD SCHOOL DISTRICT, TOWER AVENUE ELEMENTARY SCHOOL, ST. BERNARD, OHIO
Objectives:	To strengthen the language arts curriculum and to promote recreational reading in a school enrolling many pupils from homes where reading material is not available.
Project:	A model collection of children's literature, including books and audiovisual materials, was established in the learning center to support the language arts curriculum and the recreational reading program in two elementary schools. The project has stimulated the use of varied materials in other areas of instruction and increased recreational reading by many pupils. In this small community, this relatively simple project has had great impact.
Number of pupils served:	451 public and 376 private elementary school children
Amount and type of title II grant:	Special-purpose grant, $5,359 (books, printed materials); $6,264 (audiovisual materials)
Other Federal program assistance:	Use of title II materials in 6-week summer school program funded under title I
Evaluation:	Questionnaire to all professional school personnel; interviews with a sample of students; subjective look at total school for changes in motivation and learning
Further information:	Mr. Paul E. Weis, St. Bernard City School District, 105 Washington St., St. Bernard, Ohio 45217; telephone: 513-281-2354

ESEA TITLE II

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Instant Précis - Reading Project

Title:	PROJECT READ, WILSON ELEMENTARY SCHOOL, ALTUS INDEPENDENT SCHOOL DISTRICT NO. 18, ALTUS, OKLAHOMA
Objectives:	(1) To individualize reading instruction; (2) to develop lasting reading interests, tastes, and habits; (3) to improve reading achievement; (4) to enrich educational opportunities through use of new media; (5) to improve the language arts program through emphasis on reading improvement; (6) to improve reading skills in all subject areas; (7) to provide inservice education in reading instruction, and (8) to provide supervisory assistance for classroom teachers.
Project:	Students in fourth, fifth, and sixth grades were taught reading through the use of programed materials, reading skill kits, multilevel library books, supplementary readers, magazines, newspapers, and audiovisual materials. Maximum use was made of controlled readers, The Hoffman Reader, Craig Reader, language master, and other instructional equipment. (Traditional textbooks were not used.) Instruction was individualized on the basis of continuous teacher diagnosis. Teachers were well trained in reading skill sequences and the skills each program and device could develop. Pupils used a variety of devices for purposeful learning, going from machine to book to programed material in a single reading period.
Number of pupils served:	3,369 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $36,662 (books, printed materials); $12,220 (audiovisual materials)
Other Federal program assistance:	ESEA, title III funds used for equipment and evaluation activities
Evaluation:	Students matched according to age, capability, sex, race, and economic background and one group taught by traditional method, another by Project Read approach; standardized tests supplemented by teacher observation of changes in pupils' attitudes, interests, and reading habits
Further information:	Mr. Clifford Peterson, School District Superintendent, School District No. 18, Altus, Okla. 73521; telephone: 405-482-4852

ESEA TITLE II

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Instant Précis - Reading Project

Title:	READING, WASHINGTON ELEMENTARY SCHOOL AND EDISON ELEMENTARY SCHOOL, DRUMWRIGHT SCHOOL DISTRICT, DRUMWRIGHT, OKLAHOMA
Objectives:	To give primary school pupils who are identified as potential reading failures extra help in building requisite skills and to improve reading skills of pupils in other grades
Project:	Educationally deprived first and second grade pupils identified as potential reading failures are given extra help with reading. Activities include language development, visual perceptual training, visual-motor coordination, and library activities. Students in upper grades who are referred by teachers for diagnosis of reading difficulties are given special prescriptions for remedial activities appropriate for their skills and deficiencies. The salient characteristic of this project is its emphasis on individualized instruction.
Number of pupils served:	213 public elementary school pupils
Amount and type of title II grant:	Basic grant, $792 (books, printed materials); $646 (audiovisual materials)
Other Federal program assistance:	ESEA title I and NDEA title III funds used to provide teaching materials and equipment
Evaluation:	Achievement tests used as well as pupil-teacher evaluation conferences
Further information:	Mr. C. R. Bradley, Drumwright School District; Mr. Otis Stump, Principal, Washington Elementary School; Mr. V. R. Cooper, Edison Elementary School, Drumwright, Okla. 74030; telephone: 405-352-2816

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ESEA TITLE II

Instant Précis · Reading Project

Title:	READING AND LIBRARY IMPROVEMENT, LUTHER ELEMENTARY SCHOOL, LUTHER INDEPENDENT SCHOOL DISTRICT NO. 3, LUTHER, OKLAHOMA
Objective:	To improve reading skills in all subject areas in a 12-grade rural school where 33 percent of the pupils are educationally deprived
Project:	Teachers selected materials designed for reading improvement in all subject areas, with special attention to material for pupils with reading deficiencies and for accelerated students. Materials are made available throughout the school in all study areas. Students have free access to materials for home use. A reading laboratory is available to all students. Good use was made of the resources of a small staff by forming a reading team consisting of a counselor, remedial reading teachers, and classroom teacher.
Number of pupils served:	248 public elementary and 97 secondary school pupils
Amount and type of title II grant:	Basic grant, $2,845 (books, printed materials); $264 (audiovisual materials)
Other Federal program assistance:	ESEA title I and NDEA title III for developmental reading program and equipment; counselor and testing services from ESEA title I and NDEA title V-A.
Evaluation:	Achievement, mental maturity, and reading test scores; observations of teachers and counselor
Further information:	Mr. Melvin Shinn, Superintendent of Schools, Luther Independent School District No. 3; Mr. Glen Holcomb, Principal, Luther School, Luther, Okla. 73054; telephone: 405-277-3263

ESEA TITLE II

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Instant Précis - Reading Project

Title:	EXEMPLARY LIBRARY, SOUTH PASADENA JUNIOR HIGH SCHOOL, SOUTH PASADENA UNIFIED SCHOOLS, SOUTH PASADENA, CALIFORNIA
Objectives:	(1) To develop and improve reading and study skills; (2) to uncover needs of students and try to meet them; (3) to encourage teachers to use all their talents in motivating students and meeting their needs
Project:	Students with reading deficiencies are grouped in small classes for developmental reading. Comprehension, study skills, reading speed, and reading in content areas are stressed. Media in all forms, including teacher-prepared materials, are used. Individual help is provided for students in homework assignments, research projects, and reports. Inservice training for teachers has included the development of instructional objectives. Gifted pupils use advanced materials and follow individualized programs. There has been marked improvement in teacher morale and performance.
Number of pupils served:	405 private elementary school pupils and 952 public secondary school pupils (junior high)
Amount and type of title II grant:	Special-purpose grant, $14,575 (books, printed materials); $16,884 (audiovisual materials)
Other Federal program assistance:	NDEA title III matching funds, $6,658, for equipment, and ESEA title I funds for materials; ESEA title II (phase I), $1,664 for materials
Evaluation:	Test scores and teacher observations
Further information:	Mrs. Margaret S. Serafian, Director, Curriculum and Instructional Services, South Pasadena Unified Schools, 1327 Diamond Ave., South Pasadena, Calif. 90130; telephone: 213-799-1104.

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ESEA TITLE II

Instant Précis - Reading Project

Title:	GEORGE READ JUNIOR HIGH SCHOOL, NEW CASTLE - GUNNING SCHOOL DISTRICT, NEW CASTLE, DELAWARE
Objectives:	To enrich research resources and to provide incentive to nonreaders to acquire new interest in newspaper reading
Project:	The New York Times on microfilm was used by social studies classes to study political campaigns and elections and the component parts of newspapers. Students read current and historical issues, comparing the aftermath of the Civil War in the United States with current attitudes. Students were taught the use of newspaper indexes and learned to operate microreaders. Many students read far beyond classroom requirements. Students chose curriculum-oriented content reading materials to fit their interests and abilities. Library books, audiovisual, and other supplementary materials were available to capitalize on student interest.
Number of pupils served:	1,002 public junior high school pupils
Amount and type of title II grant:	Special-purpose grant, $3,475 (audiovisual materials)
Evaluation:	Achievement in social studies; teacher observation of student interest and attitudes
Further information:	Mr. Joseph R. Kleckner, School District Superintendent, New Castle Special School District, Basin and Blount Rd., New Castle, Del. 19720; Mr. Benjamin S. Davis, Principal, George Read Junior High School, New Castle, Del.

ESEA TITLE II

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Instant Précis - Reading Project

Title:	CORRECTIVE READING LABORATORY, CUSTER INDEPENDENT SCHOOL DISTRICT NO. 1, CUSTER SCHOOL, CUSTER, OKLAHOMA
Objectives:	To identify pupils with reading deficiencies and provide special assistance through scheduled help in the reading laboratory, supported by library books
Project:	This project is a good example of combining the activities of a reading laboratory with a library program. Students identified as needing help in reading are scheduled for three periods each week. Reading instructional equipment and programs are supplemented with high-interest, low-vocabulary library books. The special attention given in the reading laboratory is followed by reading instruction provided in the regular classroom. Teachers have an increased awareness of the causes of reading failures and approaches to use in overcoming them. Focus in the beginning was on young children but has been expanded to cover grades 1-12.
Number of pupils served:	45 public elementary and 35 secondary school pupils
Amount and type of title II grant:	Basic grant, $2,202 (printed materials)
Other Federal program assistance:	NDEA title III matching funds for 3 years to equip reading laboratory; P.L. 874, a full-time teacher, space, and equipment for reading laboratory
Evaluation:	Iowa Silent Reading test given three times each year to each student; Iowa Test of Educational Development and Stanford Achievement tests also used.
Further information:	Mr. John H. Whipple, Superintendent of Schools, Custer Independent School District No. 1; Mr. James Sweeney, Principal, Custer Public School, Custer, Okla., telephone: 405-593-2257.

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ESEA TITLE II

Instant Précis - Reading Project

Title:	OPERATION FIRST STEP, CROWNPOINT BOARDING SCHOOL, CROWNPOINT, NEW MEXICO
Objective:	To improve the reading skills of primary school Indian pupils by increasing the availability of library materials and services
Project:	A satellite bookmobile serves three small, isolated schools from a boarding school for Indian children where an established, balanced library program is in operation. Pupils at these schools who lack access to materials at home and at school will receive additional instructional materials and such library services as story hours, organization of materials, etc. Dormitory libraries of easy-to-read and paperback books will be placed in the boarding school. Filmstrips, records, portable displays, and models will be loaned to participating schools. Inservice instruction in use of materials will be given to school personnel.
Number of pupils served:	220 Indian pupils enrolled in four schools conducted by the Bureau of Indian Affairs
Amount and type of title II grant:	Basic grant, $10,000 (printed and audiovisual materials)
Other Federal program assistance:	$30,576 BIA regular program funds for salaries, bookmobile remodeling, and instructional materials
Evaluation:	Preachievement and postachievement tests to be given in four schools, one school being used as a control school
Further information:	Mrs. Theresa Harris, Project Director, Crownpoint Boarding School, P.O. Box 328, Crownpoint, N.M. 87313